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ABSTRACT

Technological changes affecting the health care industry spurred the development and implementation of a curriculum to upgrade the skills of Philadelphia health care workers in written communication, mathematics, computer literacy, oral and listening communication, and issues surrounding their union employment in the health care field. The Training and Upgrading Fund sponsored by the National Union of Hospital and Health Care Employees and 38 employers decided to focus on mental health/retardation and nursing home workers. Approximately 25 workers participated; employers provided paid time and/or credit for attending. There was some difficulty with management clearly informing workers of the courses, so the union conducted recruitment and informational activities. (Course outlines are provided for written communication, oral and listening communication, computer literacy, mathematics, and workplace issues. Outlines include learning objectives, topics covered in each week of instruction, and, sometimes, references. Other appendices contain the following: results of the survey of health employers; copies of questionnaires; and results of a union membership survey.) (CML)

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PREPARING HEALTH CARE WORKERS FOR THE YEAR 2000

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BUREAU OF ADULT BASIC
AND LITERACY EDUCATION

ABSTRACT

This project PREPARING HEALTH CARE WORKERS FOR THE YEAR 2000 and funded by the Pennsylvania Department of Education was developed to address workplace literacy and its implications for the health care industry. The Philadelphia Hospital and Health Care-District 1199C Training and Upgrading Fund represents and provides services to a range of health care workers. The Training and Upgrading Fund continues to seek innovative, creative, and informative ways of improving the educational and training opportunities for the union membership. There are always changes in the health care industry with the increase in the use of technology and the growth of the industry. It is important for health care workers to continue to improve their skills to continue the high quality of health care that is demanded by the changing trends.

Surveys were developed and distributed to employees and employers to determine the training and educational interests and needs of the health care workers and to review the employment and training needs of the hospitals, nursing homes and other health care institutions. An analysis has been prepared of this information.

In addition, meetings were held with management and union representatives to develop and implement curriculum designed to enhance and improve the skills of existing union health care workers for two important areas of health care delivery - mental health/mental retardation services and nursing home services. The 100 hour course covered: written communication, oral and listening communication, mathematics, computer literacy, and workplace issues.

This information would be useful for training and educational providers interested in developing similar programs for the health care industry. It also highlights the importance of Union/Management supported programs.

INTRODUCTION

The health care industry in Philadelphia is expected to expand dramatically during the next decade. It is estimated that one out of every nine (9) new jobs will be in health care. Workers whose skills do not meet the employers' needs are being left behind as the industry searches for more skilled workers. The project was designed to maintain the match between the employers' needs and the skills of the current workforce. The Training and Upgrading Fund is a union-management educational trust and using this cooperative framework reviewed the skills needed by the workforce and designed educational and training programs to enhance and improve skills.

The purpose of this project PREPARING HEALTH CARE WORKERS FOR THE YEAR 2000 was to ascertain the educational needs and interests of the current workforce, the workforce skills requested and recruited by a variety of employers, and to provide a literacy/educational opportunity for several groups of workers to upgrade skills. The project was planned and implemented from July, 1991 through June, 1992.

The staffing for the project included:

James Ryan, Director

Patricia Robinson-Burns, Project Consultant

INSTRUCTORS:

Stanley Harmon - Mathematics

Hannibal Nichols - Mathematics

Roderick Kendrick - Computer Literacy

Jonnie Parker - Written Communication

Patricia Robinson-Burns - Oral and Listening Communication

Cheryl Feldman - Workplace Issues

SUPPORT STAFF:

Kelly Robinson

Cheryl Feldman

This report was prepared for educational and training providers interested in providing training for health care workers. It should also be useful in determining and reviewing occupations that will be available in the health care industry. This model also demonstrates the importance of union-management cooperation.

The report will be available:

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PENNSYLVANIA 17126-0333

and:

AdvancE
(ADULT EDUCATION CLEARINGHOUSE)
PENNSYLVANIA DEPARTMENT OF EDUCATION RESOURCE CENTER
333 MARKET STREET, 11TH FLOOR
HARRISBURG, PENNSYLVANIA 17126-0333

STATEMENT OF THE PROBLEM

Recently, workplace literacy has become a concern of various industries as new technology and changes have occurred. Health care is no exception. As stated in the recent "Workplace Literacy: Reshaping the American Workforce" publication of the U.S. Department of Education Office of Vocational and Adult Education Division of Adult Education and Literacy a structural shift in the economy of the United States is occurring, away from producing goods and toward service-based industries. The number of jobs will increase 25 million by the year 2000, mostly in management, administrative support, sales and service. Basic skill levels will no longer be appropriate or allow the worker to perform multiple tasks that will be necessary. The hospitals and other health care service providers including nursing homes that employ workers in Philadelphia are requiring existing workers to upgrade and learn new skills as they increase the use of technology, add new tasks to job descriptions, and basically develop new ways of providing quality services. This has created a need for the health care workforce and a concern for the union.

There has also been the need to keep abreast of trends, service needs, and new occupations that the member hospitals and health care providers will require. It is also necessary to survey workers directly to determine their educational achievement level, interests and areas they feel would be important for self improvement. There is a continual problem of understanding and reviewing this information that needs to be addressed due to the constant changes in the industry.

GOALS AND OBJECTIVES

The Training and Upgrading Fund developed the following objectives in order to meet the overall goal of assessing workforce growth and implementing a basic workplace literacy program for health care workers:

- Formation of a union-management-worker Workforce Literacy Subcommittee of the Training and Upgrading Fund as an advisory council to the Project.
- Design, distribute, and evaluate an education assessment survey for health care workers.
- Design, distribute, and evaluate a survey to health employers who are contributors to the Training and Upgrading Fund inquiring about which positions/occupations are most in demand and the skill levels required.
- Development of curriculum to upgrade skills of workers in two health care industry service areas that are identified by the advisory council.
- Implement and teach curriculum conducting two 100 hour courses for the identified workers.
- Write, print, and distribute a booklet describing Project survey results including occupations most in demand, skill level requirement, general information on workers,etc. and an overview of the curriculum that was provided for the workers.

PROCEDURES

The Training and Upgrading Fund composed of the National Union of Hospital and Health Care Employees, AFL-CIO and 38 participating employers in Southeastern Pennsylvania reviewed, discussed and determined the development of the Project. The Director of the Fund coordinated and supervised staffing and the actual completion of the project. A Project Consultant was hired to concentrate more directly on the development of all components of the project.

The advisory committee or subcommittee consisting of employers, the union, and the workers (potential students) refined procedures and defined the basic content that should be included in a curriculum. This promoted a cooperative effort. It should be noted that during discussions that workers often highlighted the same or similar difficulties that employers identified.

SUBCOMMITTEE FORMATION (ADVISORY COUNCIL)

The Training and Upgrading Fund discussed the Project. It was determined that Mental Health/Mental Retardation workers and Nursing Home workers could most benefit from the development of an upgrade course and curriculum. In addition, representatives from hospitals were recommended to assist in the development of the surveys. Several meetings were held with the advisory group to review suggestions and implement these suggestions for the various aspects of the Project. This was extremely helpful and positive because it demonstrated how cooperative efforts with union-management groups can benefit everyone - the employer, the union, the worker, and the client/patient due to worker improvement and sharing information.

EDUCATION ASSESSMENT SURVEY

This was designed, developed, distributed and evaluated. One of the highlights was that the workers had the opportunity to request a variety of training and educational programs. A further analysis is included in the appendix.

SURVEY FOR HEALTH EMPLOYERS

Several surveys were designed, distributed and evaluated. The Advisory Council provided significant input in the development of the questions for the survey. A positive factor is that this provides information on possible career possibilities for existing

workers as well as new employees. A further analysis is included in the appendix.

DEVELOPMENT OF CURRICULUM

Based on discussions with the Advisory Committee, and a review of materials provided by employers, the basic outline of a curriculum was developed. It was decided to cover: written communication, mathematics, oral and listening communication, computer literacy, and workplace issues. Computer literacy was included to introduce workers to this technology to facilitate learning and foster positive attitudes. Workplace issues was included to inform workers of important and key concerns that they may not have access to but impacts on the workplace and the worker. The results were positive because it included areas of concern for employers-union-workers and covered basic skills as well as other important areas.

IMPLEMENT AND TEACH

Instructors were chosen with appropriate educational expertise, experience in working with adults, knowledge of health care workers, and with the ability to teach, adapt material, and facilitate learning. Day and evening classes were developed for the two groups of workers - Mental Health/Mental Retardation and Nursing Home. Reference books/ materials were ordered and available for the instructors. Audio-visual aids were available. Computers were available generally for each student that participated. Approximately 25 workers participated in the course. Workers were given the options of completing at least three of the five subject areas. Employers cooperated by giving paid time in some cases and by providing credit for attending. It should be noted that Mental Health/Mental Retardation workers are required to complete a certain number of inservice or training hours and the material covered counted for this credit. Generally attendance was consistent. A Graduation Ceremony and certificates were provided

for workers that completed the program. Special recognition was given for workers with perfect attendance. Several workers that participated also gave presentations based on the material learned in oral and listening communication. One negative was that there was some difficulty with management clearly informing workers of the courses and the union had to aggressively recruit and inform the workers of the program. Recruitment and graduation information is included in the appendix. Further curriculum material is also available in the appendix.

Other positive outcomes included the improvement of self-esteem of students, changes in behavior, confidence and continuation of the students in other training programs. One student gave credit to the program for improving her writing skills because she was accepted in another training program based on her ability to perform well on an essay.

BOOKLET

This is currently in the process of completion due to the extensive nature of the material to be included.

EVALUATION

Evaluation techniques included continuing evaluations by the Advisory Council, evaluations of instructors by students, student evaluations by instructors, and periodic suggestions from students.

DISTRIBUTION

The booklet will be distributed to the employers, workers, AdvancE, other unions, and other interested parties

CURRICULUM

The Course Outlines provide the curriculum that was covered for the Ten (10) Week two hour sessions for the Workplace Literacy course for Mental Health/Mental Retardation workers and Nursing Home workers sponsored by the District 1199C Training and Upgrading Fund and funded by the Pennsylvania Department of Education. The curriculum consisted of 100 hours and covered:

WRITTEN COMMUNICATION

ORAL AND LISTENING COMMUNICATION

COMPUTER LITERACY

MATHEMATICS

WORKPLACE ISSUES

Workers were given the option to attend all or attend at least three to receive a certificate of participation in the program. Attendance was regularly taken and particular recognition was given to the workers who had perfect attendance. A Graduation and Recognition Ceremony was held for the participants. Approximately 25 workers participated.

WRITTEN COMMUNICATION

COURSE OUTLINE

INSTRUCTOR: Jonnie Parker

OBJECTIVES:

The student should be able to -

1. Recognize and correct fragments and run-ons for sentences.
2. Understand the structure of paragraphs.
3. Understand and use spelling rules.
4. Organize thoughts and present them in an appropriate and coherent sequence.
5. Write clear and concise reports and letters that are free of errors in grammar and spelling.
6. Write uncomplicated minutes of meetings.
7. Prepare and write a resume.

WEEK ONE	SENTENCE STRUCTURE
WEEK TWO	PARAGRAPH STRUCTURE
WEEK THREE	SPELLING RULES
WEEK FOUR	WORDS COMMONLY CONFUSED
WEEK FIVE	WRITING INCIDENT REPORTS AND OTHER JOB-RELATED REPORTS
WEEK SIX	WRITING MINUTES OF A MEETING
WEEK SEVEN	PREPARING GRIEVANCES
WEEK EIGHT	PREPARING A RESUME AND COVER LETTER
WEEK NINE	WRITING GENERAL BUSINESS LETTERS
WEEK TEN	ESSAY WRITING

REFERENCES:

Blumenthal, Joseph C. English Workshop. New York: Harcourt, Bracé, Jovanovich, Inc., 4th Course, 1982.

Cypert, Samuel Writing Effective Business Letters and Reports Chicago, Illinois: Contemporary Books, Inc., 1983.

Dumaine, Deborah Write to the Top. New York: Random House, 1983.

Glazier, Teresa The Least You Should Know About English. Chicago,Illinois: Holt, Rinehart and Winston,Inc. Form C Third Edition, 1987.

Slocum, Keith Business English. Encino, California: Glencoe Publishing Co. Third Edition, 1985.

ORAL AND LISTENING COMMUNICATION
COURSE OUTLINE

INSTRUCTOR: Patricia Robinson-Burns

OBJECTIVES:

The student should be able to -

1. Understand and define communication and the necessary components of communication - sender, receiver, message.
2. Recognize their style of communication.
3. Use non-verbal communication effectively and recognize non-verbal communication.
4. Provide clear messages and understand roadblocks to communication.
5. Listen more effectively and understand the importance of listening.
6. Use a variety of techniques to listen and obtain messages.
7. Understand the hearing impaired and know basic communication tips and skills.
8. Understand generally the culture of the deaf, resources available, and basic sign language that would facilitate communication.
9. Understand and follow instructions more effectively.
10. Give clearer directions and understand the need to communicate clearly.
11. Use assertive techniques in communicating and understand differences of aggressive, and passive communication.
12. Use communication skills to resolve conflicts and negotiate agreements.
13. Prepare and provide presentations.

WEEK ONE: THE COMMUNICATION PROCESS - EXAMINE STYLES, DEFINE, AND BRAINSTORM COMMUNICATION SKILLS TO BE COVERED
VIDEO PRESENTATION ON COMMUNICATION

WEEK TWO: CLEAR AND UNCLEAR MESSAGES, NON-VERBAL COMMUNICATION, ROADBLOCKS TO COMMUNICATION, SPEAKING TIPS

WEEK THREE: LISTENING SKILLS - TIPS AND TECHNIQUES
VIDEO PRESENTATION ON LISTENING

WEEK FOUR: REVIEW, ROLE PLAY, AND CLARIFY ACTIVE LISTENING, REFLECTIVE LISTENING, AND NON - COMMITTAL LISTENING

WEEK FIVE: COMMUNICATION TIPS WITH THE HEARING IMPAIRED
UNDERSTANDING AND COMMUNICATION WITH DEAF INDIVIDUALS - SIGN LANGUAGE, AND RESOURCES AVAILABLE
VIDEO PRESENTATION ON SIGN LANGUAGE

WEEK SIX: LISTENING TO INSTRUCTIONS

WEEK SEVEN: GIVING DIRECTIONS

WEEK EIGHT: ASSERTIVENESS TECHNIQUES, RESOLVING CONFLICTS AND NEGOTIATING AGREEMENTS

WEEK NINE: PRESENTATION PREPARATION - STEPS IN PREPARING A PRESENTATION: OBJECTIVES, AUDIENCE ANALYSIS, PRELIMINARY PLAN, RESOURCE MATERIAL, ORGANIZE MATERIAL, PRACTICE/EVALUATE/MODIFY

WEEK TEN: PRESENTATION

REFERENCES:

Morrisey, George L. and Sechrest, Thomas L. Effective Business and Technical Presentations, New York: Addison-Wesley Publishing Company, Inc. Third Edition,1987.

Romanek, Elizabeth and Stein, Wendy Communication Skills That Work, Chicago: Contemporary Books Book One and Book Two, 1991.

Thrash, Artie Adams; Shelby, Annette N.; Tarver, Jerry L. Speaking Up Successfully, New York: Holt, Rinehart and Winston, 1984.

Donna Jenkins, M. A. Teacher of the Deaf
Center for Community and Professional Services, The Pennsylvania School for the Deaf, 137 West School House Lane Philadelphia, Pa. 19144

Miscellaneous video presentations on communication skills

Training handouts and materials on assertiveness

COMPUTER LITERACY
COURSE OUTLINE

INSTRUCTOR: Roderick Kendrick

OBJECTIVES:

The student should be able to -

1. Understand computers and their practical application in the workplace, industry, and the home.
2. Communicate with the computer in order to complete basic operations such a getting a directory listing, formatting (preparing) a disk, and do's and don'ts of disk handling.
3. Use basic WordPerfect Operations - creating a document, printing a document, saving a document, and retrieving a document.
4. Use WordPerfect to set margins and line spacing.
5. Create text and use block, bold, center, and underline.
6. Understand the basic components of the WordPerfect Template.
7. Develop a cover letter and resume using WordPerfect.

WEEK ONE:	COMPUTERS APPLICATION OVERVIEW
WEEK TWO:	INTRODUCTION TO DOS/SESSION ONE
WEEK THREE:	INTRODUCTION TO DOS/SESSION TWO - DOS QUICK REFERENCE HANDOUT
WEEK FOUR:	INTRODUCTION TO WORDPERFECT - BASIC OPERATIONS - CREATING, SAVING, RETRIEVING, AND MODIFYING FILES
WEEK FIVE:	LINE FORMATTING
WEEK SIX:	BLOCKING, BOLDING, CENTERING, AND UNDERLINING
WEEK SEVEN:	REVIEW OF THE WORDPERFECT TEMPLATE
WEEK EIGHT:	CREATE A DOCUMENT
WEEK NINE:	DEVELOP RESUME AND COVER LETTER
WEEK TEN:	FINALIZE RESUME AND COVER LETTER

REFERENCES:

Handouts, and Tests to familiarize students with computers that provide basic computer information.

MATHEMATICS

COURSE OUTLINE

INSTRUCTORS: Stanley Harmon
Hannibal Nichols

OBJECTIVES:

The student should be able to -

1. Read and write large numbers.
2. Perform operations with whole numbers (add, subtract, multiply, and divide).
3. Understand decimals and add, subtract, multiply, and divide decimals.
4. Understand fractions - numerator and denominator, add and subtract in all forms, multiply and divide, and understand fractions in word problems.
5. Understand percents and the interchange of percents, fractions and decimals.
6. Know key metric system words and the metric system based on the number 10.
7. Understand Cash Records and Time Sheets including income expenses and balances, and hours worked, rate, overtime.
8. Understand the basics of algebra.
9. Have a better grasp of basic math skills.

WEEK ONE: PREDICTOR TEST: BASIC MATH

WEEK TWO: READ AND WRITE WHOLE NUMBERS
OPERATIONS WITH WHOLE NUMBERS

WEEK THREE: MEAN, MEDIAN, AND NUMBER SERIES

WEEK FOUR: UNDERSTANDING DECIMALS
READ AND WRITE DECIMALS TO THE THOUSANDTHS PLACE
ADDITION, SUBTRACTION, MULTIPLICATION, AND DIVISION OF DECIMALS

WEEK FIVE: FRACTIONS - TYPES, DEFINE NUMERATOR AND DENOMINATOR

WEEK SIX: FRACTIONS - ADDITION, SUBTRACTION, MULTIPLICATION, AND DIVISION

WEEK SEVEN: PERCENTS - INTERCHANGE PERCENTS, FRACTIONS AND DECIMALS -FIND PERCENT OF A NUMBER AND FIND WHOLE WHEN PERCENT IS KNOWN

WEEK EIGHT: METRIC SYSTEM - BASED ON THE NUMBER 10
WORDS TO KNOW

WEEK NINE: CASH RECORD AND TIME SHEET

WEEK TEN: THE BASICS OF ALGEBRA

REFERENCES:

Howett, Jerry GED MATHEMATICS, Chicago: Contemporary Books, 1989.

Schunk, Brian Cambridge Pre GED Program in Math Skills, 1980.

Mitchell, Robert GED Mathematic Exercise Book, 1988.

Parsky, Larry M. Mathematics for the Worker, 1988.

Layton, Katherine P. Basic Mathematics, 1990.

Dressler, Isidore Preliminary Math, 1987.

WORKPLACE ISSUES
COURSE OUTLINE

INSTRUCTOR: James T. Ryan
Cheryl Feldman

OBJECTIVES:

The student should be able to -

1. Understand the services available to union members from the Training and Upgrading Fund.
2. Understand patient care issues in Nursing Homes.
3. Basically understand the financing for Mental Health/Mental Retardation Services.

4. Understand the history of Working People and the struggles
5. Understand the impact of discrimination and segregation on health care services.
6. Understand Labor Law as it relates to health care.
7. Know the career opportunities in Mental Health/Mental Retardation

WEEK ONE:	OVERVIEW OF WORKPLACE ISSUES
WEEK TWO:	OMBUDSMAN PRESENTATION ON PATIENT CARE FOR PATIENTS IN NURSING HOMES
WEEK THREE:	VIDEO PRESENTATION ON WORKING PEOPLE
WEEK FOUR:	PENNSYLVANIA HEALTH LAW PROJECT
WEEK FIVE:	TRAINING AND UPGRADING FUND SERVICES
WEEK SIX:	DIRECTOR OF GREENWICH SERVICES
WEEK SEVEN:	ATTORNEY, HEALTH CARE LABOR LAW
WEEK EIGHT:	CAREERS IN MENTAL HEALTH/MENTAL RETARDATION
WEEK NINE:	EVALUATION OF TRAINING PROGRAM AND RECOMMENDATIONS
WEEK TEN:	VIDEO PRESENTATION ON HEALTH CARE

REFERENCES:

(List speakers and any other special programs)

Guest Speakers

Michael J. Campbell, Attorney, Pennsylvania Health Law Project
Access to Health Care

Nellie Simmons, Counselor, West Phila. Consortium
Careers in Mental Health

James T. Ryan, Director, District 1199C Training & Upgrading Fund
Upgrading Opportunities in Health Care

Cheryl Feldman, Learning Center Coordinator, Training Fund
Training Opportunities in Health Care

David Miller, Administrator, Greenwich Home for Children
How the MH/MR System is Financed

Gail Lopez-Henriquez, Attorney, District 1199C
Labor Law Issues

David Gracie, Priest, Episcopal Diocese of Pennsylvania
The Peace Dividend

Dorothy Newton, Ombudsman, Pa. Department of Aging
Patient Abuse in Long Term Care

SURVEY FOR HEALTH EMPLOYERS

Several different surveys were developed for the Health Employers due to the varied nature of the employers. After careful review and discussion with the Advisory Council three surveys were developed for the health care employers - hospital, nursing home, and mental health/mental retardation. To assure that a comprehensive survey was developed to cover the range of occupations meetings were held with representatives from Human Resources or Personnel of selected facilities, and the County Office of Mental Health and Mental Retardation. The surveys were mailed to the various institutions. Confidentiality was assured. The response was limited but we were able to make some assessments.

Hospitals:

For the hospitals surveyed and returning the completed survey the largest area of need currently and in the next 3-5 years was in the area of nursing. The skill level for the nurses that would be needed varied depending on the organizational configuration of the hospital. Basically, the greatest need is for R.N.'s and L.P.N.'s. The current need varied from five to twenty for R.N.'s and from five to fifteen for L.P.N.'s. In the next 3-5 years the need projected ranged from five or more to eighty for R.N.'s and from five or more to sixty for L.P.N.'s. The other nursing category of Nurse Assistant has a current need of five and a projected need of ten or more in the next 3-5 years. However, it should be noted that only one of the hospitals responding reflected that need which demonstrates the movement toward more skilled employees. The numbers also vary due to the size of the institution. Another occupation where there is a reflected need is in physical therapy. The current need for Physical Therapists ranged from one to three and the projected need from two or more to fifteen. The current need for Physical Therapy Assistants ranged from none to one and in 3-5 years from two to ten. The

only other occupational areas where there was a consistent need from several Hospitals was Medical Records Coder/Abstractor, Radiology Technician, Respiratory Technician, Medical Lab Technician and Medical Lab Technologist and MT/ASCP. The current need for Medical Records Coder/Abstractor ranged from none to one and in 3-5 years from two to five. The current need for Radiology Technician ranged from one to three and in 3-5 years from two to twenty- five. The current need for Respiratory Technician ranged from none to two and in 3-5 years from two to twenty. The current need for Medical Lab Technician ranged from none to two and in 3-5 years five. The current need for Medical Lab Technologist ranged from one to three and in 3-5 years ten. The current need for MT/ASCP was one with no mention of a reflected need in 3-5 years. The largest Hospital responding also reflected occupational needs in the next 3-5 years for EEG Technologist - ten, and Respiratory Therapist - twenty (also mentioned a current need of two). Other occupations that were mentioned but where there is limited need included Dietician, Dietician Assistant, Medical Secretary Transcriptionist, Unit Clerk/Nursing Clerical Assistants*, and Social Workers (M.S.W.)*. One of the Hospitals responding also recommended that the Training Fund should require employees receiving funding from the Training Fund for formal education beyond high school should work at a contributing institution for some length of time following graduation.

*Also indicated current needs of one to two or more.

NURSING HOMES:

Five of the largest nursing homes that participate in the Training Fund responded to the survey. The needs varied based on the nursing home/long term care organization. The largest need reflected was in the nursing area. Registered Nurses, Licensed Practical Nurses, and Nurses Aides were projected as categories generally needed. Basically, the current need for Registered Nurses was two and the need in 5 years was three. Two to eleven Licensed Practical Nurses were currently listed as being needed and the need in five years ranged from four to a questionable number due to the difficulty the facility had in projecting a number. Nurses Aides represent the greatest need ranging from three to ten currently, and six to fifteen in five years. The other occupations that were identified as being needed with more specific reference to the need in five years was Dietary Workers and Housekeepers. Dietary workers ranged in need from five to eight. Housekeepers ranged in need from three to four, although one facility also has a current need for one. Two of the five Nursing Homes listed other staff needs in five years would be Dieticians, Social Workers (one particularly emphasized licensed M.S.W.'s), and recreational aides. Other occupations for which a need is foreseen but not listed included Physical Therapist*, Occupational Therapist*, and Assistant Food Service Supervisor.

*Also a current need

MENTAL HEALTH AND MENTAL RETARDATION:

Of the surveys returned the largest area of basic current need are staff providing direct service including: Client Care Worker - one,and Residential Counselor - 6 with week-end and part-time representing the greatest need. The next area of need are Van Drivers. One of the agencies listed a need for five Van Drivers, eight Van Assistants, three part-time Van

Assistants and three full-time Van Assistants. Other staff needs included: Project Director, Occupational Therapist (part-time), Physical Therapist (part-time), Speech Therapist (part-time), Vocational Counselor, Fiscal Coordinator/Bookkeeper, Employment Trainer, and one to five Clerical. One of the agencies also identified a major need for Social Workers identifying ten and then identifying the credential need as five for B.S., five for M.S., and one for Licensed.

Generally, for all the varied health care employers surveyed the greatest need is for staff providing direct care to patients/clients. Various skill levels have also been identified for the staff. Occupations that were requested by more than one of the three major categories identified, hospitals, nursing homes, and mental health and mental retardation include but are not limited to R.N.'s, L.P.N.'S, Nurses Aides, Physical Therapists, Occupational Therapists, and Social Workers. This information should provide a working reference for understanding occupational growth and needs in the health care industry.

Philadelphia Hospital and Health Care--District 1199C

Training and Upgrading Fund

Please respond to the following based on the current and projected needs of your institution. You may be assured that your response will be kept confidential and used for Training Fund program planning only.

Do you have a current need for personnel in this field?

Client Care Worker	No___	Yes ___	How Many ___
Residental Counselor	No___	Yes ___	How Many ___
Weekend	No___	Yes ___	How Many ___
Part-time	No___	Yes ___	How Many ___
Full-time	No___	Yes ___	How Many ___
Residential Program Assistant Supervisor	No___	Yes ___	How Many ___
Residential Program Supervisor	No___	Yes ___	How Many ___
Assistant Project Dir.	No___	Yes ___	How Many ___
Program Specialist	No___	Yes ___	How Many ___

Special skill areas needed:

_____

_____

_____

Project Director	No___	Yes ___	How Many ___
LPN'S	No___	Yes ___	How Many ___
Full-time	No___	Yes ___	How Many ___
Part-time	No___	Yes ___	How Many ___
RN'S	No___	Yes ___	How Many ___

Full-time	No___	Yes ___	How Many ___
Part-time	No___	Yes ___	How Many ___
Nursing Assistants	No___	Yes ___	How Many ___
Occupational Therapist	No___	Yes ___	How Many ___
Full-time	No___	Yes ___	How Many ___
Part-time	No___	Yes ___	How Many ___
Physical Therapist	No___	Yes ___	How Many ___
Full-time	No___	Yes ___	How Many ___
Part-time	No___	Yes ___	How Many ___
Speech Therapist	No___	Yes ___	How Many ___
Full-time	No___	Yes ___	How Many ___
Social Worker	No___	Yes ___	How Many ___
(B.S.)	No___	Yes ___	How Many ___
(M.S.)	No___	Yes ___	How Many ___
(Licensed)	No___	Yes ___	How Many ___
Vocational Counselor	No___	Yes ___	How Many ___
Employment Trainers	No___	Yes ___	How Many ___
Trades Trainers	No___	Yes ___	How Many ___

Specify trades: _____

_____

_____

_____

Maintenance	No___	Yes ___	How Many ___
Mechanical Specialist	No___	Yes ___	How Many ___
Clerical	No___	Yes ___	How Many ___

Medical Records Clerk	No__	Yes ___	How Many ___
Fiscal Coordinator/ Bookkeeper	No___	Yes ___	How Many ___
Van Driver	No___	Yes ___	How Many ___
Van Assistant	No___	Yes ___	How Many ___
Part-time	No___	Yes ___	How Many ___
Full-time	No___	Yes ___	How Many ___

5/27/92

DISTRICT 1199C TRAINING & UPGRADING FUND

SURVEY OF WORKFORCE & TRAINING NEEDS IN LONG TERM CARE

Please indicate the job titles for which you currently have need and project your need for all occupations for the next 5 years. Individual responses will be held in confidence.

	Current Need	Need in 5 yrs
Registered Nurses		
Licensed Practical Nurses		
Nurses Aides		
Dietary Workers		
Housekeepers		
Dieticians		
Dietetic Technicians		
Patient Transport		
Social Workers		
Recreational Aides		
Physical Therapy Aides		

Any other occupations for which you foresee need?

Name of person completing survey_____

Institution_____

If you have any questions or suggestions please call James Ryan at (215) 735-5555.

District 1199C Training & Upgrading Fund
1319 Locust St.
Philadelphia, PA 19107

SEP 15 1992

Philadelphia Hospital & Health Care District 1199C
Training & Upgrading Fund

SURVEY OF LOCAL HEALTH CARE MANPOWER AND TRAINING NEEDS

Please respond to the following based on the current and projected need of your own Institution. You may be assured that your response will be kept confidential and used for Training Fund program planning only.

Check those jobs for which you project a need	Currently	Next 3 - 5 Years	Does your hospital provide on the job training
____ Central Supply Technician	How many?_____	How many?_____	_____
____ Dietician	How many?_____	How many?_____	_____
____ Dietician Assistant	How many?____	How many?____	_____
____ EKG Technician	How many?____	How many?____	_____
____ EEG Technologist	How many?____	How many?____	_____
____ Phlebotomist	How many?____	How many?____	_____
____ Medical Records Clerk	How many?____	How many?____	_____
____ Medical Records Coder/Abstractor	How many?____	How many?____	_____
____ Medical Secretary Transcriptionist	How many?____	How many?____	_____
____ Word Processor	How many?____	How many?____	_____
____ Unit Clerk/ Nursing clerical Assistants	How many?____	How many?____	_____
____ Social Workers (M.S.W.)	How many?____	How many?_ __	_____
(B.S.W.)	How many?____	How many?____	
____ Medical Lab Technician	How many?____	How many?____	_____
____ Medical Lab Technologist	How many?____	How many?____	_____
____ MT/ASCP	How many?____	How many?____	_____

____ Pharmacy Technician	How many?____	How many?____	_____
____ R. N. (Registered Nurse	How many?____	How many?____	_____
____ L.P.N. (Licensed Practical Nurse)	How many?____	How many?____	_____
____ Nurse Assistant	How many?____	How many?____	_____
____ Radiology Technican	How many?____	How many?____	_____
____ Radiology Technician Assistant	How many?____	How many?____	_____
____ Respiratory Therapist	How many?____	How many?____	_____
____ Respiratory Technician	How many?____	How many?____	_____
____ O.R./Surgical Technician	How many?____	How many?____	_____
____ Physical Therapist	How many?____	How many?____	_____
____ Physical Therapy Assistant	How many?____	How many?____	_____

Additional Comments: _____

_____

_____

_____

_____

_____

Name of Hospital Surveyed: _____

Signature & title of Person completing Survey: _____

District 1199C Training & Upgrading Fund
1319 Locust Street
Philadelphia, PA. 19107

6-10-92

DISTRICT 1199C - TRAINING AND UPGRADING FUND
SURVEY OF EDUCATIONAL BACKGROUND AND EDUCATIONAL INTERESTS

This survey is being conducted by 1199C in order to determine the educational needs and desires of the members of the Union. The Training and Upgrading Fund exists as a benefit to you. But we need to know how many worker fall into various categories so we can provide educational benefits to suit the majority of the membership. We ask a few minutes of your time to complete this questionnaire. We do not need your name and no one will ever know how you personally answered. The forms are numbered so that we can tell the extent of participation of individual institutions and departments.

Thank you for your cooperation.

PLEASE PUT YOUR ANSWERS WITHIN THE BRACKETS

1. Your ZIP Code [ ] [ ] [ ] [ ] [ ]

2. Are you a member of the Hospital Division (H) or the Guild Division (G) [ ]

3. Where do you work [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
[ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

4. Your sex (Male = M, Female = F) [ ]

5. Your year of birth [ ] [ ] [ ] [ ]

6. What is your race? (Black = B, White = W, Hispanic = H, Asian = A, Other = O [ ]

7. Are you married (Yes = Y, No = N) [ ]

8. How many children do you have [ ]

9. Is English your first language (Yes = Y, No = N) [ ]

10. How many years have you been in your present position [ ] [ ]

11. What was the last grade you completed [ ] [ ]

12. In what state did you attend high school [ ] [ ]

13. Did you attend college (Yes = Y, No = N) [ ]

14. Did you graduate from college (Yes = Y, No = N) [ ]

15. Did you receive any technical training (Yes = Y, No = N) [ ]
If yes, where

16. What year did you last attend a formal class [ ] [ ] [ ] [ ]

17. Do you have the certification or licensing that is required for your position (Yes = Y, No = N) [ ]

18. Have you participated in any of the following District 1199C program (Yes = Y, No = N) [ ]
If you answer Y, please indicate what you thought of the program in there column to the right (Excellent = E, Good = G Average = A, Poor = P)>:

	Participation (yes=Y, no=N)	Rating (E,G,A or P)
High School Equivalency (GED)	[ ]	[ ]
High School Refresher	[ ]	[ ]
Pre-Nursing	[ ]	[ ]
Part Time Tuition Assistance Benefit	[ ]	[ ]
Full Time Stipend Program	[ ]	[ ]

19. Do you think your educational background has ever hurt your chance for advancement (Y,N) [ ]

20. Do you intend to stay in the health care field permanently (Y or N) [ ]

21. What is the ultimate position you hope to achieve

22. Would any of the following educational programs be of interest to you (Yes = Y, No = N)

Number according to importance with [1] as most important, [2] as second in importance, and so on.

	(Y or N)	(NUMBER)
R.N/LPN Preparation	[ ]	[ ]
Science (i.e. Anatomy)	[ ]	[ ]
Reading and Writing for Health Care	[ ]	[ ]
Introduction to Computers	[ ]	[ ]
Computer Software for Health	[ ]	[ ]
Word Processing	[ ]	[ ]
Understanding Medical/Health Terms	[ ]	[ ]
Reporting & Observing Patients/Clients	[ ]	[ ]
Communication Techniques	[ ]	[ ]
Stress Management	[ ]	[ ]
Math for Health Care	[ ]	[ ]
Asserting Yourself	[ ]	[ ]

College Preparation	[ ]	[ ]
Understanding and responding to a crisis	[ ]	[ ]
Infection Control	[ ]	[ ]
Understanding Cultural Differences	[ ]	[ ]
Problem Solving	[ ]	[ ]
Self Esteem/Motivation	[ ]	[ ]
Time Management	[ ]	[ ]

Technical Training (Please specify) _____

Other (Please specify) _____

If you have any additional comments, please add them below. If you have any questions about this questionnaire or would like to see the results, contact Cheryl Feldman at Union Headquarters.

Thank you again.

1319 Locust St
Philadelphia, PA 19107
(215) 735-5555

Membership Survey

The survey of the membership proved to be of limited value because of the relatively small return of 278 (approximately 3%). Many of the same questions had been asked in a survey conducted in 1982.

A few of the responses were interesting and merit further study. The respondents were 21% and 79% female which is similar to 1982 when 21% were male. In 1992, 53% of the respondents were Black. In 1982 the figure was 71%. The 1992 figure is suspect since there is no apparent explanation for this dramatic change and could have been skewed by which bargaining units the responses came from.

In terms of education, 96% of the respondents reported finishing high school or receiving a GED. In 1982 this figure was 79%. 57% report that they have attended college whereas the figure in 1982 was 33%. Now 3% report having graduated from college(18% did not answer). In 1982 13% completed. Currently 21% say they have completed technical training of some kind. In 1982, 40% had.

As previously stated, the results in some cases seem to have changed significantly and the situation will be followed carefully.